

## Ch. 12 all.notebook

### The Renaissance - day 1

**Entrance task:** Join a table with a notecard and discuss the question on the card. Be prepared to share your answers.

**Today:** What was the Renaissance and why did it begin on the Italian peninsula

**Homework:** Ch. 12-2



1. What does the term **Renaissance** mean? When, where, why?
2. Why did the Renaissance **begin** in the Italian city states?
3. How did **Florence** defy its geography and flourish despite an inland location?
4. What was the **political** situation of the Italian peninsula at the time of the Renaissance?
5. **Who** participated in and enjoyed the period of the Renaissance?



Map 12.1 The Italian City States, ca. 1494  
Chapter 12, A History of Western Society, Eleventh Edition  
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Page 361

#### Middle Ages

Church was the centerpiece of life

Group was important

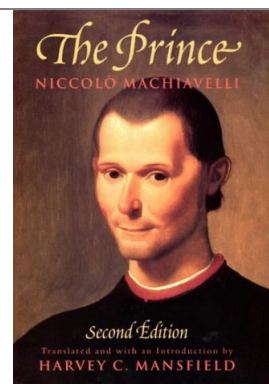
Everywhere

#### Renaissance

Enjoy life now and worry about heaven later

Individual was valued

Occurred in urban areas



Machiavelli, from Florence, wrote his political treatise in 1513 and it was published in 1532 as advice for how the Italian peninsula could be unified.



## Ch. 12 all.notebook

### Girolamo Savonarola (1452-1498)

Dominican friar

Preached in Florence

Warned of worldly lifestyle

"Bonfires of the vanities"



### A Sermon of Savonarola



1. What does he tell Florentines they must do and what will be their reward if they follow his instructions?

2. Why might his words have found such a ready audience in Florence?

### Homework: Ch. 12-2



### Renaissance - day 2 Intellectual change

**Entrance task:** Discuss with your neighbors the ways in which the following passage expresses the Renaissance.

*I beg you take care. Add a little every day and gather things in. Remember that these studies promise you enormous prizes both in the conduct of your life and the fame and glory of your name. Acquaint yourself with what pertains to life and manners. Those things that are called humane studies because they perfect and adorn man.*

Humanism

Secularism

Individualism

### Petrarch: the Father of Humanism

(1304-1374) Italian scholar & poet

- \* Idealized Greek & Roman culture
- \* Saw such focus as far superior than that of the Middle Ages

## Petrarch: the Father of Humanism

A program of study designed by the Italians that emphasized the critical study of Latin and Greek literature with the goal of understanding human nature.

## What does it mean "to discuss?"

*~ to talk about something with another person or group of people*

## Traits of a good discussion

- ~ Speakers and listeners make eye contact*
- ~ All members are attentive and on task*
- ~ Comments often build on those of others*
- ~ Body language demonstrates interest*

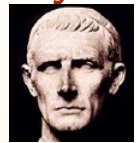
## Petrarch: Letter to Livy

1350

Titus Livius - Livy

BCE 59 - 17

Roman historian



## Petrarch: Letter to Livy

1350

1. Why does Petrarch admire Livy?
2. Why does he wish he lived in that time or have Livy live in his?
3. What tone does Petrarch use?
4. To Petrarch, what would happen if more people lived as the ancients?
5. Petrarch wrote in the vernacular. So what?

## Baldassare Castiglione

*The Book of the Courtier (1528)*

What are the characteristics of a "good" man?  
Are those traits timeless?

## Homework: Ch. 12-3 Christian Humanism



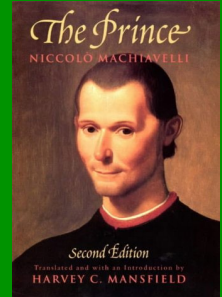
## Renaissance - Day 3

Machiavelli &  
Christian  
Humanism

Entrance task: THINK: Machiavelli's name is often used as a synonym for evil. How accurate do you feel that assessment is?

Today's topic: Machiavelli & Christian Humanism

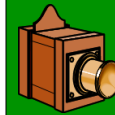
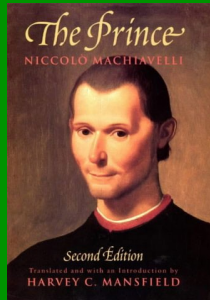
Homework: Ch.12-4  
Renaissance Art  
& the Artist



### *The Prince* = The Practical Politician

Read the excerpt and highlight his advice.

With a partner, try to match a historical figure with each bit of advice you've listed.



Machiavellian advice	Leader
Good to be considered generous but ok to be miser	
Better to be feared than loved	
Be like a lion and a fox; keep your word only when needed, ok to lie	
Good to <i>appear</i> to have good qualities.	
Try to be good, but be ready to do evil when necessary	
The end justifies the means	

## Northern culture & scholarly traditions

- The education system in the north was traditional and not developed for art as in Italy, where wealthy families were trying to become nobles
- Northern universities specialized in theology rather than secular teachings

## Northern Humanism

- \* Strongly religious in focus
- \* Unlike Italians, they did not consider themselves descendants of the Roman Empire
- \* Less accepting of pagan and classical ideals



## Christian Humanism



They believed that society & the church could be improved through study of early church writings rather than Greek and Roman writings.



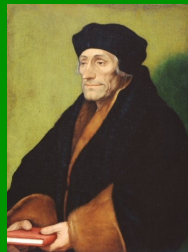
Sir Thomas More  
1478-1535

## Christian verses Pagan Humanism

- \* Christian humanists of the north studied the Hebrew and Greek texts of the Bible to deepen their understanding of Christianity and to restore its moral vitality

## Erasmus of Rotterdam 1466-1536

- \* *In Praise of Folly*
- \* *Handbook of a Christian Knight*



## Sir Thomas More 1478-1535



- \* *Utopia*

## Christian Humanism



How would they feel about Machiavelli's political views?



Sir Thomas More  
1478-1535

A: Cities with Printing in 1450

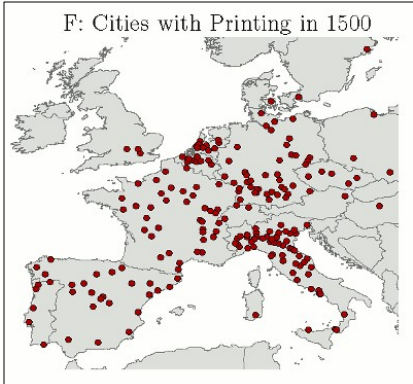


D: Cities with Printing in 1480



## Ch. 12 all.notebook

F: Cities with Printing in 1500



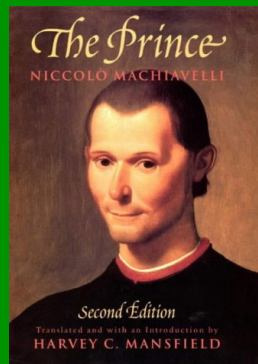
- \* Literacy increased
- \* Books became less expensive and more available
- \* Pamphlets for instruction, education, propaganda

### Exit Task:

Write a response to the following statement:

Machiavelli's advice to rulers was a reflection of the time in which he lived.

### Homework - Ch. 12-4 Renaissance Art & the Artist



### Powerpoint on Renaissance Art

## AP Euro - Social Hierarchies

Entrance task: Think about three ways in which life in the Renaissance differed from that of medieval times

Today: Social Status in the Renaissance

Homework: Review Ch. 12 1-5

### Renaissance Society

■ Middle Ages: three estates or social classes

- Nobility, peasants, and townspeople



■ Renaissance

- Nobility
  - Only 2-3% of population
  - Held important political posts
  - Expected to fulfill certain ideals
- Peasants
  - Mass of population, 85-90%
  - Serfdom declined with end of Middle Ages and end of Manorial system
  - Labor converted to rent paid in money
- Townspeople
  - Merchants and artisans

## Ch. 12 all.notebook

### Women in the Renaissance

- \* Status declined (a common theme)
- \* Pleasing to men (Castiglione)
- \* Little opportunity for education
- \* Sexual double standard
- \* Wealthy were well-kept
  - Expected to demonstrate classical traits, be quiet, and keep a good home
- \* Poor women worked
- \* A few excelled despite societal limitations
  - Christine de Pizan: *The City of Ladies* (1404)



### Christine de Pizan: *The City of Ladies* (1404)



"I am amazed by the opinion of some men who claim that they do not want their daughters, wives, or kinswomen to be educated because their mores would be ruined as a result."

### Minorities in the European Renaissance



- \* Black Africans were a rarity
- \* In great demand as status symbols for the wealthy
- \* Used as slaves in port cities on the Iberian peninsula and farmers elsewhere

### Readings

Document sets: 321-324

Read each of the excerpts in this set and answer the following:

- What Renaissance characteristics are evident in Nicolo Nicoli?
- According to Battista Guarino, what should the well-educated Renaissance scholar know?
- What is the thesis of the excerpt of Laura Cereta? Is she biased? Why or why not?
- Explain how this excerpt supports the concept of humanism.
- E & F: What are the criticisms of the teachers described in these two excerpts?

## Homework: Review Ch. 12 1-5

## Writing Day

**Entrance task:** Pick up a handout before and sit down and do not write on it yet.

**Today:** Short Answer Question Format

**Homework:** Ch. 12-6 New Monarchs  
Check the wiki for your short answer assignment - due Friday. Test Thursday

## AP Exam format

55 multiple choice questions (50 minutes, 40%)  
3 Short Answer questions (50 minutes, 20%)  
1 DBQ (60 minutes) 25%  
1 thematic (long) essay (40 minutes) 15%

## The Short Answer Section

- \* Three questions = 40 minutes total
- \* Each question has three parts to answer, each worth 1 point
- \* Each part should be answered in 3 sentences with specific historical information

## What the short answer section is NOT:

- \* This is NOT an essay. It is a series of formulaic tasks that can each be completed by writing three complete sentences.
- \* This is NOT about right vs. wrong answers, but about valid vs. invalid answers.

## Format of the Short Answer Section

- \* Each of the three questions will be divided into 2-3 tasks labeled a, b (c if applicable)
- \* Each of these lettered items will be graded separately, so approach each task as a separate, but related task. Skip a line between each task.
- \* Before completing any tasks, look at all of the tasks so you have a feel for the big picture.

## Answer using this three sentence format:



- T** Clearly state your THESIS
- E** Present EVIDENCE to support the argument.
- A** Provide ANALYSIS to support your evidence.



The Fair on St. George's Day, c. 1559-1560 (etching and engraving, 1<sup>st</sup> state). Bruegel, Pieter the Elder (c.1525) Museum of Fine Arts, Houston, Texas, USA



## Ch. 12 all.notebook

### Scoring Guide

0–3 points

- a. • ONE point for connecting the subject matter/style of the etching accurately to an artistic trend of the sixteenth century.
- b. • ONE point for connecting the leisure activities in the etching or from content knowledge to a specific feature of European leisure in the early modern period.
- b. • ONE point for connecting the leisure activities in the etching or from content knowledge to a DIFFERENT specific feature (from above) of European leisure in the early modern period.

### Examples of responses to Part A that would earn credit:

Sixteenth-century artists paid increasing attention to scenes of everyday life.

Sixteenth-century artists paid increasing attention to non-religious themes or activities.

Sixteenth-century art featured more frequent portrayals of non-elite members of society (e.g., merchants, peasants) in a naturalistic and sympathetic manner.

Sixteenth-century art featured the use of perspective to create a more realistic portrayal of three-dimensional space.

### Examples of responses to Part B that would earn credit:

Leisure activities of the early modern period tended to be communal rather than individual.

Leisure activities of the early modern period tended to be participatory rather than spectator oriented.

Leisure activities of the early modern period, such as festivals, were often tied to the yearly agricultural cycle.

Leisure activities of the early modern period, such as festivals, were often tied to the Roman Catholic religious calendar and often had a religious aspect.

Leisure activities of the early modern period often involved mixing of social orders and classes.

a. This engraving of St. George's Fair by Pieter Breugel reflects the 16th century artistic trend of perspective. By using perspective, the artist was able to show more realism in the image by portraying depth.

b. One feature of leisure activities depicted in is the fact that many community activities continued to be focused around religious holidays, in this case St. George.

c. A second feature of leisure activities from the period is the fact that people are actively taking part in dancing, playing games, and wrestling. Such participation was a common event in the mid-15th to mid-17th centuries as spectator events were rare.

**Homework: Ch. 12-6**  
**Test Thursday**  
**SAQ due Friday**



## New Monarchs

**Think:** What does Tina Turner's song have to do with monarchs who rule with Machiavellian methods?

*What's love got to do with it*

## Homework - Ch. 12-6

Test on Thursday  
Short answers due Friday

## Ch. 12 all.notebook

**New monarchs** – strong monarchies that developed in the 15<sup>th</sup> century by using **Machiavellian** tactics to solidify power

- Enlisted middle class support and promised peace in exchange for power (middle class agreed)
- Worked for the will and welfare of the people
- Proclaimed hereditary legitimacy
- Hired standing armies

### Characteristics

Centralized power in the hands of the monarch

- Took power away from representative bodies
  - Parliament in England
  - Cortes in Spain
  - Estates General in France
- Taxed the peasantry and borrowed money
- Professional bureaucracy of middle class
- Created royal courts and made rule hereditary
- Established standing armies

### Contributing Factors

- Black Plague
- 100 Years' War (between England/France)
- Dissolution of the feudal system
- Rise of towns
- Rise of the middle class

\* Machiavellian

\* Taxation – to provide efficient rule

\* Taming the aristocracy/nobility— Not equal with other aristocrats  
Forming alliances with the middle class

\* Codifying laws and creating courts— Established royal courts that applied more uniform laws.

\* Controlling warfare—standing armies

\* Early bureaucracy and officials— Employ agencies, committees, representative bodies, and councils to assist in implementing royal authority.

\* Religious control— Often imposed their religion on the state.

In groups, read the excerpt on your new monarch and note features that demonstrate the "new monarch" actions of the individual.

Louis XI

Henry VII

Ferdinand and Isabella

### France:

Louis XI – r. 1461-1483

\* **The Spider King**

- \* destroyed enemy family
- \* wanted an unchallenged monarch
- \* broke promises
- \* bribed enemies (Edward IV)
- \* privileges for obedient people
- \* large standing army



## Ch. 12 all.notebook

### England:

Henry VII – r. 1399-1413

- \* Gained throne via **War of the Roses**
- \* Declared himself king, charged others with treason for opposing him
- \* Married for political reasons
- \* Heavy taxation
- \* Promoted economic prosperity
- \* Star Chamber - court for enemies that used torture



<http://www.tudorcv/tudor/harristudor.html>

### Spain:

Ferdinand & Isabella – r. 1474-1516

- Marriage combined Aragon & Castile
- Catholic Church was a strong force & used to centralize power

- The Inquisition
- Reconquista



### France:

Charles VII – r. 1422-1461

- From the House of Valois
- Made the Church subject to the state
- Expelled the British from France, strengthened royal finances, reformed the justice system, and remodeled the army.



### Homework

**Ch. 12-6**  
**Test on Thursday**  
**Short answers due Friday**

